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ABSTRACT

Proceedings of the Administrators' Conference on Scheduling, sponsored by the Oregon Small Schools Program and conducted in March of 1970, comprise this document. Purpose of the conference was to examine methods, techniques, and philosophies relating to possible benefits of restructuring Oregon's small school environments. Presentations include: a general overview of scheduling in the small school, an example of block scheduling, flexible block scheduling, a weekly demand schedule, functional scheduling, hand-generated modular scheduling, a proposed 12-month 4-days-a-week scheduling model, and a conference summary and challenge. Specific references are made to the importance of the school schedule and to the need for adequate planning and inservice training of teachers if changes in the school scheduling method are to be implemented. Eleven illustrations, a list of conference participants, and an evaluation report are included. (AL)

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ADMINISTRATORS' CONFERENCE ON SCHEDULING

March 30-31, 1970

Marion Motor Hotel

Salem, Oregon

Sponsored by:

OREGON SMALL SCHOOLS PROGRAM

Oregon Board of Education

942 Lancaster Drive, NE

Salem, Oregon 97310

RC004447

INTRODUCTION

This workshop was developed out of the need for Administrators to take another serious look at various ways of organizing the class schedules for small schools.

During the past three years, the Oregon Small Schools Program has held in-service sessions for staff on teaching strategies, materials, and equipment, with the emphasis on bringing about change for better instructional programs which allow small schools to capitalize on the things they do best.

As these changes in methods and philosophy took place, many schools found it necessary to develop new organizational patterns. The purpose of this conference was to examine some of them.

Donald F. Miller, Coordinator
Oregon Small Schools Program

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OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

ADMINISTRATORS CONFERENCE

Marion Hotel
Salem, Oregon

March 30 and 31, 1970

Monday, March 30

8:30	Registration - Mezzanine
9:00	Opening Session - Assembly Room, Second Floor Overview of Various Scheduling Techniques and their Philosophies Ray Talbert Director, Oregon Compact
10:00 - 10:20	Coffee
10:20 - 11:30	Small Groups (divided by numbers)
11:30 - 12:15	Feedback Session - questions and answers Ray Talbert
12:15	Lunch
1:15	Scheduling Presentations 1:15 - 1:45 John Ginther, Cove 1:45 - 2:15 Sr. Kathleen Kircher, Sacred Heart 2:15 - 2:45 Chuck Steber, Bonanza
2:45	Idea Sharing, Small Groups, over cups of coffee
3:30 - 4:30	General Feedback Session Panel made up of Mr. Ginther, Sister Kathleen, and Mr. Steber
6:30	Dinner Program on Mexico by Merlin McGladrey

Tuesday, March 31

9:00	Scheduling Presentations 9:00 - 9:30 John Blaser, Corbett 9:30 - 10:00 Lucille Dickey, Marcola 10:00 - 10:30 Ben Goodling, Cascade Locks
10:30	Coffee
10:45	Small Groups
11:30	General Feedback Session Panel made up of Mr. Blaser, Mrs. Dickey, and Mr. Goodling
12:15	Lunch Conference Summary - Chuck Haggerty Informal discussion of Program financing and direction
2:15	Adjourn

CONFERENCE SPEAKERS

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OVERVIEW OF SCHEDULING

Ray Talbert
Educational Coordinates

My first principalship was in a small school in Southern Oregon. My first task during the summer was to build the master schedule. The superintendent gave me three directives:

1. Keep classes out of the library.
2. We need to have something every period for kids to take.
3. Keep a room open for the teachers' planning periods.

I then proceeded to make a fine schedule. What I really did was to get the Roseburg High School schedule and copy that. Of course, that was a school of 1200 kids, and we had 160. I never did ask myself whether or not it would be appropriate to do that. I wanted our school to be as good as the "big boys."

Since there had been no pre-registration, we registered students the first day of school. About two o'clock in the afternoon, one of the teachers came in and said, "We have a problem. There are 40 sophomores who have nothing to take period six."

So, I dashed back to the Jacobson and Logsdon textbook and opened up to the chapter on scheduling to find an answer. The first sentence hit me, "The mark of a good administrator is his ability to construct a conflict-free schedule." The opening day of school, and I was a failure.

It seems to me as I look back on that experience and all the experiences I had as a high school principal from that time on in constructing schedules, that a lot of important things never occurred to me. I very seldom asked myself the right questions about the schedule. You know, it was just one of those things that had been done a certain way, and it was just there. There were certain rules by which you went. In college I never heard of a conflict matrix; I did find that in Jacobson's book or some other one.

But since that time, I've begun to realize that the schedule is a very important thing. I hear a lot of people saying that the schedule isn't the most important thing in the school. I believe that's right. But there's a danger in assuming the schedule will take care of itself, if I can build something that doesn't have too many conflicts in it.

For so long it has been an automatic thing, we have been trained to build schedules in a certain way. No one has, until recently, begun to look at the dynamics involved in putting all the variables together that go to make a schedule.

Are there any rules of thumb if you want to do something different with a schedule than has been done before? Are there some factors that are important to consider? Why have schedules kind of solidified into one basic kind? And, of course, I refer to the normal kind of secondary scheduling with a six or seven period day for a set period of time, so many days a week. Why have we settled for this kind of schedule?

I think we have to get at the issues of scheduling and some of the theories on which we begin to construct this very important part of the operation of a school. The first notion I want to stress is that in the broadest sense there are three things about which we're concerned in a school. One is curriculum, the second is organization, and the third, the people who are involved.

What I am going to say next I have borrowed from Dwight Allen; I've thought about it quite a bit, and I think he's right. If you're talking about making any kind of a change in a school, the degree to which you can make any change in curriculum, organization, or people depends on the extent to which you make changes in the other categories. In fact, they are so closely related that if you move in with a massive--or any kind of--curriculum change, like PSSC Physics or some of the other content oriented changes, the extent to which that kind of change makes much difference with kids depends on what you do in the other two areas, the organization and the people. I agree with Allen when he says that too often the changes we have made in schools have been largely aimed at one of these areas, and probably most often at organization or curriculum. When we understand how closely related organization, curriculum and people changes are, then we realize that when we consider a change in any one area, we must consider changes in the others. If we don't, the change made probably won't be effective. That certainly applies to scheduling.

This is a major point I want to emphasize. It is not difficult to make all kinds of scheduling manipulations in terms of figuring it out, if you are willing to spend a reasonable number of man hours or buy a computer to do it for you. But whether or not that scheduling change you put into effect really does things for kids and their learning is directly related to what happens in the area of curriculum and what happens in the area of people changes. Unless these are jointly considered, the changes in any one area probably are not going to make much difference.

When you come right down to it, the kind of a schedule that we have been operating on definitely doesn't give us very much leeway to make other kinds of changes. If I want to individualize instruction, want to let kids go at their own pace, I can't do it with the kind of schedule we now have. I'm very limited. The teachers in your school are limited as to the manner in which they can work with kids unless you do something with the schedule.

The old type schedules we have built in the past had nothing to do with what we know about learning. I have thrown out a challenge for the last four or five years asking people to find me any research in the country that's been done

anywhere which can even be inferred to support the kind of schedules that I built in high school. So far, I have found only one piece of research, and this pertains to an effective way to produce rote learning. I do not think we have built schedules in the past on the basis of what we know about learning and kids. We have done it for some other reasons, and they're not bad reasons, that I'll come to in a minute.

So, my first premise is that the "traditional" way of building schedules has nothing to do with learning and what's the most appropriate way for kids and teachers to work together to get learning to happen. And, if you want to improve learning, if you want to improve the curriculum, then you have to do something about the schedule.

Let me speak for a minute about what scheduling is, so we are thinking about the same thing. It is bringing together, at a predetermined time, the learning resources of the school with those who are involved in learning, the kids and the teachers. So, it's putting the things in the school--the classrooms, the facilities--with the teachers and the kids at a predetermined time so something can happen relative to learning. That's a schedule.

One of the basic issues is when do you determine that time? When do you determine the time when these kids and that teacher and these resources get together to carry on some learning activities?

In the schedules I built for years in schools, and still did when I operated with a modular schedule at Bend High School, we made these judgments about when teachers and kids and resources got together months ahead of the fact. I built a schedule in the spring and early summer, and I think that's probably largely wrong. How can I really make judgments in May of this year as to the appropriate time to bring kids and teachers and resources together a year later?

So, you see, if I'm really going to do what I'd like to do, I'd make that kind of judgment about the best way to use time and the facilities, and bring the teachers and the kids together and make my schedule at the most appropriate time. Some people are saying that this ought to be done daily, so they talk about a daily demand schedule. Let the teachers and the kids today make judgments about tomorrow. That is beginning to make some sense, but technologically, I still don't think we're prepared for it. I don't think we're prepared to make these judgments on that short notice.

So this is really one of the basic issues in scheduling: when do you make these judgments about getting the resources of the school together at what time so learning can happen? I really don't know the answer. For some time most of us are in the position of having to continue to make those judgments a year ahead of time. You're probably starting now to think about next year.

Do you have to make all of those judgments right now? Do you have to completely, right now, this spring, necessarily make <u>all</u> of the judgments about

what times are going to be used for what purposes a year from now? I am going to suggest to you that you only partially schedule the time and leave some of the decision making until later. I'm suggesting that you leave some unstructured time in the school so that you don't tell the kids on the opening day of school next fall, "Here's what you're going to be doing all six hours of the day on Monday, Tuesday, Wednesday, Thursday, and Friday. You meet at this time in that place for the rest of the year."

I suggest you leave time open in your weekly schedule that's called independent study time, unstructured time, or some other comparable terminology.

There are lots of misunderstandings about this unstructured time. We must start getting across the concept that unscheduled time is only unscheduled until somebody makes a decision to schedule it and use it a certain way. It is time that is flexible and open for manipulation--for decision making at the appropriate time; it isn't vacant time or free time that's left in the schedule that is not intended to be used for anything relative to learning.

Out of all the work that has gone on in the various scheduling programs throughout the country in the last ten years, there are two or three very crucial things about making a schedule, regardless of the type. These are underlying issues that you need to be cognizant of because they're going to affect how successful you are.

Your ability to do anything different depends in part on the uniformity and complexity of what you're trying to do. Let me explain that this way, by drawing a reasonable analogy. Think of the schedule as a cube in which you're trying to put pieces. If my goal, as it was at Glide High School, is to fill up all the rooms and not to have any conflicts, I can best do this if the pieces I put into this box are uniform in size and relatively interchangeable.

So, if this cube is one foot on a side, and I put pieces in there that are a foot long, six inches wide, and the right depth so they come out even at the top, I can pack that box full. If the pieces are all the same size, I won't have any space left in the box. And, I can put them in there in quite a variety of ways and still fill up the box, because the pieces are interchangeable, at least in terms of their size. So, the more uniform that I can make the pieces that I put together to make a schedule, the more successful I can be in using up all the space and probably not having very many conflicts. By that, I mean having a piece that won't fit. Remember, these pieces are made up of kids and their course requests, and teachers, and rooms.

But, let's suppose now that, instead of putting these uniform pieces in the box, I want to substitute a sphere. As soon as I introduce a sphere in there in place of one of the rectangular pieces, in no way can I fill up that box without having some space in it.

Now, if I try to put pieces into this box that are all different sizes and shapes and forms, and I start to fit those into the box, not only does it become impossible to fill the box without having some space in it, but I begin to find a great number of ways in which I could put these pieces together to maximize my goals. It isn't just a simple thing any more. It's a very complex issue to see how all of these pieces can best fit together to reach whatever goals I have in mind.

The more complex the pieces are that you put together, the more open space needs to be involved in this schedule. That is a mathematical reality. So, if you try to make a schedule that is quite complex with different size groups meeting different times of the week, and so on, it turns out that you just can't do it without having some space in that schedule. You can do it if you ignore conflicts for the students being scheduled. It's like a lot of things we do in school--it would be pretty simple if we didn't have the kids. I can build a beautiful schedule if I don't have to consider student requests.

I can relate this "space" in the schedule to the concept of density. Density has to do with the amount of time I have to schedule all of the resources--the rooms, the teachers, and the kids. If they are available to be scheduled seven hours per day, five days a week, that's a total of thirty-five hours a week. If I assign all resources for 35 hours, that's one hundred percent density. If I schedule the kids and the rooms and the teachers for half the time during the week, that's fifty percent density.

As the schedule you're trying to develop becomes more complex in terms of the pieces you're putting in there, the density figure must get lower and lower, if you're going to minimize the conflicts the kids have in getting their course requests, or, in other words, have a conflict-free schedule.

If I want to build a different kind of schedule, and here I'm thinking about one that includes different size groups, different time periods, alternate day schedules, two hour blocks, blocks of time, etc., it turns out, then, that I must have some open time in my schedule.

Now, if I must have this unstructured time, is that good or bad? Going back to the original premise, my bias is that I would rather make judgments about the use of time as close to the learning situation as possible. I think it's highly appropriate to have unstructured time in a school schedule. You see, that's how this analogy relates to the density. I don't have the teachers, the rooms, and the kids all scheduled on the opening day of school, because I would like to be able to make some judgments about the use of time as much as possible from week to week.

So, if I want to change a schedule, I must have unstructured time, and therefore, I must have a lower density of scheduling of rooms, teachers, and kids. The unstructured time becomes the really flexible part of the schedule, time when all kinds of important learning things can happen.

I was talking to a group in Vancouver, B. C., a while back, and one Canadian asked if this weren't a rationalization--that after trying to build schedules for a while and finding out that you have to have unstructured time, you looked around to find a use for that time. It could be, but I think if that were a rationalization to begin with, it was an appropriate one.

I have hit on several things very lightly, and now if any of you have questions, I shall try to clarify what I've said.

QUESTION: If you have twenty students every period with unscheduled time, independent study time, or free time--they call it free time--and you don't have anything for them to do, what are they going to do with it?

ANSWER: Your question is very important. It comes back to my original premise: organizational change or schedule change itself isn't going to be effective unless other changes are made, too. I think your question relates to "What is the curriculum in this school?" "What are the people going to do during whatever kind of organizational set-up they have?" "What is the role of the teacher?" These are the kinds of questions which underlie the decisions made about the schedule. In fact, the schedule should be considered as a tool which supports educational decisions.

If there is unstructured time in a school day that is to be used for some learning purpose, I think that, first of all, the appropriate use of this unstructured time is the basic responsibility of the staff. It is also a responsibility of the student. In fact, it becomes a joint responsibility. In a school of 6,000 like the one in Evanston Township, there are probably 2,000 kids at any one time who are not scheduled into a class.

The issue becomes do the teachers perceive that they have any responsibility to plan for the use of that time by students? In the schools where the use of unstructured time seems to be working well, my generalization is that the staff perceives that they do. They plan for it, prepare for it with their students to an even greater extent than in any other methodology they use. The places where I see independent study time in difficulty are where, in general, the staff has said, "Boy, do I like unstructured time because that's when I get rid of the kids."

It becomes a basic issue of staff attitude, and where the attitude is, "Great, I can go off and do my thing, do some planning, have a team meeting, or I can have a few more breaks down at the coffee lounge, or I can take this nice afternoon off and go skiing;" where there's a prevailing attitude during the year that this unstructured time is to let the kids go off and do their thing, "Do your independent study, kids, see you in class next week," then, you're in trouble.

The issue we have to get across is the one I stressed earlier, when do you schedule the use of time and for what purpose? Who does it? Does the administrator or the computer do it in March and that becomes blocked out on a piece of paper, and anything that isn't scheduled in March or April or May is never going to be scheduled again? When the kids talk about free time, this is the notion they have developed.

I rarely have heard anyone complain about a large group presentation. They ought to many times, but I have seldom heard any concern. It has only been rarely that I have heard any concern about the operation of small groups or labs or conventional classes. The whole criticism of the scheduling change movement is with the unstructured time. Unstructured time gives us the flexibility we need, allows us to really individualize instruction. But that doesn't happen just because it's there.

QUESTION: Another question was asked, to which Mr. Talbert responded, "Are you saying that the degree to which you can have success depends somewhat on the facilities available?

ANSWER: Facilities do make a difference. I think, though, that of all the concerns you have, facilities are not a top priority.

QUESTION: What would you place as the top priority?

ANSWER: Well, I guess I said it in another way. It would have to be the attitudes of the people; their understanding of the educational issues involved.

Before attacking the mechanical aspects of schedule change, here are some things to consider. If you are going to make a schedule change--why? For what logical reason; why are we doing this? And then, what are people going to be doing? Whom do we have to convince? And, immediately, we get off the organizational aspect into the areas of curriculum, educational philosophy, role of the teachers and students, and in what ways do students learn best. This is as it should be.

THE BLOCK SCHEDULE AT COVE HIGH SCHOOL

John Ginther, Principal

During the school year 1967-68, we were on a regular six period a day schedule with no prep. periods for any of the teachers.

By employing another teacher, we would have gained only a prep period for each teacher and nothing in the way of added curriculum for the students. We then felt that changing to a 6-6 plan, hiring an extra teacher, and adopting our present schedule, could accomplish the following objectives.

1. Add courses to the curriculum.
2. Give plenty of time for individualized instruction in the classroom.
3. Give each teacher a prep. period.
4. Limit "home-work" to drill and creative writing. (It should be noted that we have not been bothered with crank calls concerning homework since instituting this schedule.) It allows the student to either concentrate more heavily in his field of interest, or branch out with more electives by taking eight courses per year.

We require one year of typing and driver education for graduation, in addition to those courses required by the State.

Since well over 60% of our students are girls due to an agency group home for girls located in this district, we have developed an extensive commercial department. The district pays tuition to Union High School (9 miles away) for any boy interested in vocational agriculture. We also have a reciprocal agreement with LaGrande High School (16 miles away); at present, we are exchanging a student apiece, under this agreement.

Next year's enrollment, grades 7 - 12, will be approximately 115.

COVE HIGH SCHOOL, TENTATIVE SCHEDULE, 1970-71

	Tyler	Towle	Brickman	Anderson	Long	Smith	Droschkey	Johnson
BLUE DAY								
Per. I 8:57-10:27	Alg. 9	Geom. 10	Eng. III	Library	Sci. 7	Eng. 8	Prep.	Mod. Prob.
Per. II 10:30-12:00	Math 7	Prep.	Dev. Rdg.	Chorus	Arts & Crafts	Prep.	Typ. II	Soc. Sci. 8
Per. III 12:30-2:00	Math 8	Alg. II	Eng. II	Home ec.	Ar & Cr 9, 11, 12	Spanish I 9, 11, 12	Shorthand II 12	Soc. Sci. 7
Per. IV 2:03-3:33	Health Phys. Ed.	*Chemistry Physics	Eng. I	Library	Prep.	Phys. Ed. Health	Gen. Business *Bus. Law 11 & 12	World Hist.
GOLD DAY								
Per. I 8:57-10:27	Biology II 11 & 12	Mech. Dr. 9 & 10	Prep.	Home ec.	Ar. & Cr. 7	Spanish 8	Shorthand I 11 & 12	Psych. 1st sem. Sociology 2nd sem. 10, 11, 12
Per. II 10:30-12:00	Prep.	Sci. 9	Eng. IV	Library	Sci. 8	Eng. 7	Typing I	US History
Per. III 12:30-2:00	Biology I	Sr. Anal.	Journalism & Speech 11, 12	Library	Ar. & Cr. 8	Spanish 7	Office Mach., 12	World Geo.
Per. IV 2:03-3:33	Health & Phys. Ed 9, 12	Sci. IV, 12 Sr. Math	Lang. Arts Reading Spelling Writing Music 7 & 8	Library	Dr. Ed. 10	Phys. Ed Health	Bookkeeping 11, 12	Counseling & Guidance

*Taught alternate years

FLEXIBLE BLOCK SCHEDULING
At Sacred Heart Academy in Salem
Sister Kathleen Kircher

I. Introduction of the Schedule

A. Pick an individual student's class schedule--Jo Stevens

1. Geometry
2. Biology
3. Religion
4. English
5. P. E.
6. French

B. For the first week of school, students go to classes in that order, then the Flexible Schedule is put into use.

	M	T	W	Th	F
	2	6	6	4	6
	1	5	3	5	1
	4	7	2	3	5
Lunch	3	1	4	2	7
Activity					

C. The 7th period is an open lab period. The choices are open to the students.

Classes available:

- Art
- General Math
- Foods
- Cecilians (glee club)
- Mini clothing--knitting, needle work
- Mechanics--simple electrical repairs, car repairs, plumbing

Other choices available to the students during 7th period are:

- Recreation Room
- Clothing Lab

Biology Lab
Chemistry & Math Lab
Art Lab (Teachers are available in the Labs)
Typing Room
Gym--P. E.

II. Feelings of the students were made known from a "Communication In" afternoon.

A. Flexible Scheduling: Best for SHA?

The majority of the groups decided that flexible scheduling was best suited to the needs of the students at SHA. The reasons they gave for this decision included:

1. Less homework on one night.
2. Classes are small and students have an opportunity to learn more.
3. There is more time for class, so students can get involved in the subject.
4. There is usually more than one night to prepare for a class.
5. Many students enjoyed the variety of classes that they had each day.

The only remarks that indicated that the flexible scheduling system may not be the best for Sacred Heart Academy were:

1. Classes move too slowly.
2. Classes such as languages and typing should be held daily.

B. Flexible Scheduling: More Blocks Per Day?

The groups unanimously agreed that the four daily blocks should be retained. Their reasons included:

1. The schedule "evens out" and it works fine.
2. The 70 minutes allow the student to get into the subject.
3. Shorter periods mean that classes change too often, and there's too much pressure and homework.
4. Students felt they would learn less if they didn't have 70 minute blocks.

III. The teachers' view. Teachers, too, like this type of scheduling because it allows them time for open periods. During the open period, I am on duty in the Chemistry Lab to assist both chemistry and math students.

My schedule provides period 2 for preparation, so with my unscheduled period and the open periods (#7), this is how my schedule looks:

	M	T	W	Th	F
	(2)	6	6	4	6
	1	5	3	5	1
	4	(7)	(2)	3	5
Lunch					
	3	1	4	(2)	(7)

Teachers comments include their reasons for liking the schedule:

It allows time for ideas to settle.
It allows more time for teacher preparation.
It's good to have the classes at a different time each day.
It gives more time for paper correction.
It forces the teacher into a variety of learning activities.

Reasons for not liking the schedule:

Some courses need daily drill, such as typing and languages (French and German).

If you would like additional information on this schedule, contact Sister Eileen Brown, Principal, Sacred Heart Academy, 3750 Lancaster Drive, NE, Salem, Oregon 97303.

SACRED HEART ACADEMY
FLEXIBLE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 8:55	Homeroom . . .				
9:00 - 10:10	2	6	6	4	6
10:15 - 11:25	1	5	3	5	1
11:35 - 12:45	4	7	2	3	5
12:45 - 1:10	Lunch . . .				
1:15 - 2:25	3	1	4	2	7
2:30 - 3:15	Activity****				

ACTIVITY SCHEDULE****

Open Labs	Student Council Student-Faculty Council	Assemblies or Faculty Meetings or Curriculum Council	Class Meetings or Club Meetings or Games	Mass Open period

brm
3/25/70

WEEKLY DEMAND SCHEDULE

Charles Steber, Principal
Bonanza High School

Bonanza School encompasses grades 1 through 12, operating on a 6-6 plan, and sharing all facilities. Enrollment is 187 students in grades 1-6, and 243 in grades 7-12. We have a staff of eighteen regular teachers, a librarian, a music teacher, a teacher's aide, a secretary, and the administrator. Ninety-eight percent of the students are bus transported from within a radius of twenty-five miles (one bus route extends over forty miles). We have most all the problems of small schools, and probably a few that are only ours. Limited budget, limited curricular offerings, over utilization of staff, limited facilities are but a few of the confining aspects, and yet, we have one thing in our favor . . . an excellent staff, bonded together over a period of five years, possessing self-confidence and a positive approach in meeting our many problems.

We realized the need to increase the educational opportunities for our youth. We had tried various approaches with limited success, but we needed to create an excitement for learning, opportunities for more varied curricular offerings, and more opportunity to join in the extra-curricular activities. A totally different approach is what was needed. This we agreed upon as a faculty, but what?

An after school course in Electronics/Radio offered by our Industrial Arts instructor, John Lundberg, first presented us with "ideas" for a new approach. Radio happened to be a hobby of Mr. Lundberg, and in discussing it with some of his students, he found interest--an interest in learning for the satisfaction of learning! As we explored the many facets associated with this "idea", we were fascinated to learn of the "special" skills we found within the faculty and available within the studentbody and the community. Why couldn't these be a part of our curriculum?

We felt that the schedule was one of the keys in achieving our goals. We had operated Bonanza on several different schedule plans in the past--six, seven, and even eight period schedules, but this did not seem to hold the answer for us. We examined the modular schedule, the rotating schedule, the time block schedule, among others, and though each had its strengths, we found elements that precluded their use in our situation. We determined that we could increase the time for a class period to 60 or 65 minutes and possibly meet only four times a week thereby giving us the equivalent of six periods a week to use as we determine! We examined and experimented with the idea that a different schedule could be produced for EACH day! This plan was determined by what had to be done for that particular day, i.e. Biology class needed a two-hour block of time for a project in dissecting, and the instructor would like to have it on Tuesday morning; Homemaking 10 is preparing a luncheon for Thursday and needs time to prepare before lunch and to clean up afterwards-- time needed is two and one-half hours; junior high basketball team needs one

hour Thursday to travel; the varsity and jv basketball teams also need one hour for traveling on Friday; the speech teacher needs to attend a district-wide meeting on Monday afternoon--time needed, 2 hours; a staff meeting to coordinate Mathematics in grades 6, 7, 8, and 9 is required.

Each week, by Wednesday, teacher requests were filed with the office and tentatively scheduled. All information relative to the finalization was presented, and the weekly schedule published by Friday so that teachers' plans could be formulated before school closed or over the weekend. In the early stages of development, this took about one hour of time,and we were able to publish on one page; in our later stage of development, approximately two hours were spent in the organization and publishing of a three, four or five page Weekly Bulletin. We look upon the Weekly Bulletin as a public relations medium, as it was available to all students. We sent it to members of the school board, the district office, and anyone else who requests it or needs to interpret us in a positive manner.

With the idea of the "extra time" and the complete flexibility of a schedule, we noted that anything was possible! Our imagination was the only limiting factor, and we proceded to give this a working over.

We discovered that the Activity Periods provided us with opportunities to experiment with changing concepts: independent study, Open Lab arrangements, class time extensions, mini courses in an ever-expanding array, individualized instruction, and anything else the staff was willing to try. Quite naturally, the time provided us with opportunities for class meetings, intramurals for boys and girls, student leadership, and the many, many organizational patterns necessary in providing for an elementary-junior high-high school, plus an abundance of community resource people.

There were associated side affects to this schedule plan. We had an excitement for learning, because in the Activity program, our students were taking those subjects or activities that were exciting to them and learning for the sake of learning, as no grades were issued. The varying schedule provided a stimulus for the faculty and students--teachers and students were viewing one another at different time periods during the school day. There was a greater challenge for organization on the part of everyone, student, teacher, and administrator. Above all, was the ready acceptability of change as each day was different from the last, and tomorrow would again be different, in terms of the job that had to be done.

Typical Schedule

M	T	W	T	F
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6

Each class each day at the same time for five days a week

BONANZA'S VARIABLE SCHEDULE
By changing the class periods to meet the demands, we provided a greater effectiveness with more excitement & enthusiam!

BONANZA SCHEDULE

M	T	W	T	F
6	3	4	2	3
4	7	6	3	2
2	4	5	1	6
5	2	3	7	4
7	5	1	5	1
1	6	7	6	7

Biology-2 hrs Class period & Activity period

Homemaking 10 class period & noon lunch time with clean-up during Activity period

Salesman - Announcements

Varsity Coach Prepration period before travel during Activity period.

Speech teacher to meeting-2 hrs. Prep period & Activity

Jr. High Coach Preparation period before travel during Jr. High P.E. period

IFY student to speak to World Geog class-can come only at 12:30-1:30 p.m.

Mathematics staff meeting reasigning teachers to cover classrooms - alternative: use of student leaders

Dropped the following periods:
Monday ..... Period 3
Tuesday ..... Period 1
Wednesday ... Period 2
Thursday .... Period 4
Friday ..... Period 5

Period 7- Activity Period providing additional curricular and extra-curricular offerings

FUNCTIONAL SCHEDULING

Corbett High School
John W. Blaser, Principal

If there is any advantage in being in the distrusted, over-30, establishment group, it is that one can look back over the various experiments that have taken place in education over the past decade or two and put them into proper perspective. We have seen the Dalton Plan, the unit plan, continuous progress, progressive education, core, team teaching, educational TV, tracking, modular scheduling, and performance criterion and can, along with Grayson Kirk, agree that "there is no known curricular device by which an earnest, intelligent young man can be prevented from getting an education."

In the Corbett School District, we still believe that the traditional 3-R curriculum is the means by which students will be the best prepared to meet the new experiences that they will encounter, regardless of where those experiences may be. In light of this, it will be seen that the bulk of curricular emphasis is placed on the three R's while also providing what has become known as the Comprehensive High School.

In order to develop the kind of curricular offerings that would allow for the greatest student growth, we decided to try to accomplish an objective that had been stated in our curriculum guides for years--that is, "to build and maintain skills."

The areas of emphasis in language arts have been composition, literature, speech, and drama. We have non-graded the language arts program, hired specialists to teach in each of the four emphasis areas, and developed specialized intensive 9-week study units. It is felt that a combination of required basic skills classes with free student choice of electives allows students to learn necessary fundamentals and also allows them to pursue personal interests. We also think that interest and ability should determine class placement rather than age. Age, we feel, is a poor criterion for placement. Most subject matter in the language arts field can be condensed into meaningful, independent segments with definite and definable goals. Such an assumption requires a precise statement of goals, detailed planning, and a class schedule which will permit the curricular philosophy to function.

The Master Schedule must be viewed as a schedule-within-a-schedule. At Corbett High School, we schedule the non-graded language arts courses first. The remainder of the Master Schedule is then plotted in the generally accepted method. An arbitrary minimum enrollment of eight students is the criterion for determining the feasibility of offering a particular course of study. If fewer than

eight students pre-register for a specific subject, that subject is not scheduled for the next school year. Pre-registration is done in April of the preceeding year.

We have found that mathematical skills were not being "built and maintained" after the ninth grade level for a large number of students. As a result, it was decided to implement several changes in the mathematics curriculum. The ninth grade mathematics curriculum is completely non-graded, with all ninth graders assigned to mathematics at times when teachers are available to present all levels of math for which ninth graders may enroll. At the end of the ninth grade, students are permitted to enroll in college preparatory mathematics or vocational preparatory mathematics. Students are free to transfer from one curriculum to the other at any time, depending upon demonstrated skills. The college preparatory math curriculum includes the traditional course work in Algebra, Geometry, Trigonometry, and Analysis fields. The vocational preparatory math curriculum includes instruction in each of the fields as it relates to a specific trade--carpentry, plumbing, sheet metal, mechanics, electricity, and business. Students may elect to stay in the vocational preparatory program until graduation, specializing in a different trade area each year. Scheduling is functional to meet the needs of the Vocational Math. The teacher meets with all students in the program one day each week to discuss and explain mathematical functions that are common to all. On other days of the week, he meets with each specific trade group and with individuals, as needed. Scheduling fits the needs of the instructional program, and no major changes are anticipated.

The greatest handicap faced by high school science teachers is that most students have no experience in observations, no basic laboratory skills, no knowledge of how to apply elementary mathematics to experimental results. They lack the ability to correlate an abstract idea with a concrete situation. Often students have no idea of orders of magnitude, no feeling for approximation, no ability to judge what is important and what is not.

For many students, the ninth grade science course is their last formal science experience. Our goal is to stimulate students into wanting to go further and to learn more. Realistically, we know that all students will not pursue additional science education. Therefore, the ninth grade science course must be a terminal course for some and a foundation for further work for others. We want the student to get his information from the original source--from nature itself. This calls for real investigation in the laboratory. We construct models or theories which can be manipulated logically and which raise new questions. Schematic drawings in textbooks are not enough. This poses technical problems in course construction and in course scheduling. To allow ample time in the master schedule to carry on laboratory classes which involve more than the regularly scheduled length of time, we schedule our ninth grade science classes back-to-back with physical education, which is common to all ninth graders. This type of scheduling is quite functional, in that it permits for adjustments to increase the length of laboratory periods on an "on call" basis by coordination of only two or three teachers.

Typing, foreign language, and industrial arts are scheduled as open, non-graded subjects at Corbett High School, without regard to previous work in the area. Students are handled individually or in small groups, depending upon the particular situation.

Corbett High School invites communications regarding any of the programs or scheduling mentioned. Communication should be directed to Dr. John W. Blaser, Principal.

A HAND-GENERATED MODULAR SCHEDULE

Mohawk High School, Marcola, Oregon
Mrs. Lucille Dickey, Principal

Mohawk High School, located in the Willamette Valley about twenty-two miles northeast of Eugene, has an enrollment of approximately one hundred students in grades 9-12.

The staff consists of a principal, eight full-time faculty members, a half-time librarian, half-time music teacher, and a half-time remedial reading instructor. In addition, we have contracted for the cooperative services of a school nurse and a school psychologist.

We are now in our third year of operating under a modular schedule. Our school day is divided into twenty 20-minute modules. These modules are arranged in various combinations to serve the variety of needs of individual students, teachers, and classes.

TEXT

I. ANTECEDENTS

A. Identification of Needs. For a number of years, administrators and faculty at Mohawk High School were dissatisfied with the traditional 55-minute class period, since it was not meeting the needs of students.

In 1962, we changed our day to five 70-minute periods which was an improvement. Each student enrolled in six classes, meeting each class four times a week, with the sixth-hour class being a "floating" period which replaced one of the other classes. This allowed more time for laboratories, industrial arts, business education, home economics, etc. In other classes, a portion of the period could be used for supervised study. The math teacher, for example, would be with his classes as they worked on their math assignments for the following day.

As members of the Oregon Small Schools Program, our staff had attended summer workshops where we heard of the exciting and innovative practices being carried out by schools in the Western States Small Schools Project.

We had over a two year period done a self-evaluation using the Evaluative Criteria. So, when the district voted bonds to build additional facilities to be ready for the school year 1967-68, we

concerned ourselves with developing programs which would attack the problem of how best to serve the needs of the individual student.

We had a mutual feeling that our biggest "hang-up" was our scheduling practice.

Modular scheduling seemed to be the best approach to solving many of the problems plaguing our small school. Among the problems identified were:

1. Students did not have the opportunity for developing responsibility for their own education.

2. Students had no opportunity for independent learning.

3. Students would have no time for using the facilities of our new instructional materials center with all its media.

4. There were no provisions for "fast" or the "slow" learners.

5. Our schedule provided no time for large group instruction, small group instruction, laboratory instruction, nor independent instruction.

6. We had no provision for arranging longer blocks of time for classes which needed it, nor shorter periods of time for others.

7. Students were "saddled" with required subjects with little opportunity for broadening their educational programs.

8. There was no time in the day's schedule for teacher-pupil conferences.

9. Teachers did not have sufficient time for class preparation and grading.

B. History of Development. At faculty in-service sessions, we studied the purposes, operation, and feasibility of a modular schedule. We visited larger schools in Oregon who had operated two years or longer under a computerized modular-schedule.

Once the decision had been made to develop a flexible schedule, we were down to the "nitty-gritty" where decisions of a definite nature had to be made.

Cooperatively, the principal and staff made such decisions as to:

1. the number of modules per day
2. the length of the modules
3. how much time per week is required for a given class

4. how this time will be divided
   a. large group
   b. small group
   c. labs
5. how much of the students' time should be scheduled and how much unscheduled
6. how much time will the teacher have unscheduled

Knowing that our school budget did not provide the necessary funds for a computerized schedule, we began to experiment with paper and felt pens.

We divided a sheet of paper into six columns, the first column showing the 20-minute intervals, and the other columns were for the five days of the week.

Time	Mon.	Tues.	Wed.	Thurs.	Fri.

Each line represented one "mod."

The next step, and the one which at first seemed unsurmountable, was the hand generating of each individual student's schedule.

We started with scheduling each student in English since it is a required course. This was simple enough to do, as we had "ungraded" our English program beginning with this same year. However, by "ungrading" the English, our problems were magnified when we started fitting in other required courses--U. S. History, Modern Problems, etc.

Next, students were scheduled into the required social studies, then science, followed by mathematics. It was like fitting together the pieces of a jig-saw puzzle. Many times when we thought it would all dove-tail, we would find a conflict which had to be resolved. This usually meant starting anew.

After each student was scheduled into the appropriate required courses, the spaces were filled with electives. Many hours were spent by the principal from December to August before the scheduling was completed.

A computer could have done the job in a matter of a few hours, but this would have cost about $3,000. The only cost to us was a few reams of paper and a box of felt pens. Besides, all our conflicts were resolved as the scheduling went along.

II. DESCRIPTION OF PRACTICE

Classes begin at 8:15 with a bell ringing each twenty minutes thereafter during the day. No time lapse is allowed in the schedule between mods for passing from one class to the next. Since classes meet anywhere from two to five mods, not all students are moving at the same time.

Each student is required to enroll in six subjects, but he may take more. In counting the courses, health and physical education are counted as one.

On the recommendation of the Oregon Board of Education, the courses we consider "academic" are scheduled for at least twelve mods per week; however, this time is utilized in various patterns, varying according to the class size and purpose--a lab lasting as long as five or six mods, with small group discussions lasting only two. Every day in a student's weekly schedule may be different, as is the teacher's.

Most of the classes at Mohawk are organized so as to accomodate three phases of instruction. These include:

A. Large Group Presentations
   1. Lectures
   2. Assignments
   3. Films
   4. Tests

B. Small Group Discussions or Labs

C. Independent Study

The average student will have about one-third of his time unscheduled, as will the teacher, which creates time for student-teacher conferences and independent study.

The independent study may be pursued in the Instructional Materials Center where the student has access not only to library books, but to a multitude of instructional media. The student may elect to study in any of the class rooms or spend his time in the laboratory. (Science, Industrial Arts, Home Ec., Business Ed.)

A student center is also provided where students may read, listen to the radio or records, watch television, play ping pong, or just talk. Even though students have this area, we continue to have a few students who want to stand in the hall to visit between mods, since our lockers are located there.

III. IMPLEMENTATION

It is important to try to make everyone (faculty, board, students, and parents) aware of what's happening. Try to familiarize them with the operation of the modular schedule, its educational goals and objectives.

No matter how much pre-planning is done, there will be misunderstandings and misconceptions. During the adjustment period (three to four weeks), teachers and students will need counseling for guidance. The administrator is responsible for providing the help and understanding necessary during the transition period. It is he who must see that the schedule moves into a smooth, workable operation.

One of the major concerns of administrators and faculties is how to motivate students to use their "free" time wisely. During the first few weeks, many classes will be skipped and time-wasting will not be uncommon, but sooner or later, students will realize that they must suffer the consequences of their own acts. They must learn to accept the responsibility for their own education.

The students who performed well under the traditional system will, in all probability, work just as well (we believe they will perform better) under the modular system. They may not learn more about a subject, but they will learn about more subjects.

While the student who wasted time in class or disrupted the class under the traditional schedule is the one most likely not to make good use of his time, there seem to be fewer discipline problems in the classroom. Not that the modular schedule has solved discipline problems, but the scene of the problem has shifted from the classroom to the student center, halls, or other areas. This in itself places more of the burden on the administrator, but at the same time, it allows the teacher more time to teach without disruptions by the unruly student. This is probably because the student can "let off steam" during his independent time, or he may just skip class altogether.

A record is kept of the classes a student skips each day. He is counselled about the matter, and if it persists or a pattern develops, then a letter is sent to the parents to notify them of the student's behavior. We stress to them the point that the responsibility is placed entirely on the student. This, in most cases, is sufficient to correct the situation, but more drastic measures may be taken--such as a meeting with the student, his parents, the principal, and the school board.

A second area for concern is the new role of the teacher. The teacher is no longer a lecturer and an imparter of knowledge, but serves more as a resource person. He not only will lecture to large groups, he must learn

how to conduct small group discussions effectively. He must learn to guide independent study and hold teacher-student conferences. His most difficult assignment is to learn to keep silent.

Teachers should be given days off to visit schools and observe master teachers. They should especially visit teachers who are outstanding in conducting small groups. In-service workshops and time for pre-planning are necessary. Extended contracts for teachers to work on units of learning would help to insure a smoother transition.

Facilities must be adjusted to accomodate the modular schedule. The central library cannot be the only place for students to study during their independent time. Many areas containing study materials for a specific subject are important, and open labs, especially in home economics, industrial arts, science, and business education should be made available.

If a new building is a part of your plan, I recommend that special attention be given to the location of student lockers. They tend to become a place for groups of students to congregate. This, plus the slamming of locker doors, can be a disturbing factor to classes.

IV. VITAL STATISTICS

One major cost factor is the computerized scheduling. This factor need not deter implementation of a modular schedule, as a hand-generated schedule is not all that difficult. It will take many hours of time, though. If the administrator does it, the faculty will agree, it was well worth the effort.

Space and multi-media are vital to the success of the program. Sometimes, at very little cost, minor remodeling will provide the needed areas. Spend whatever your budget will allow for media, then supplement with the many free materials which are available. Cooperative purchasing between districts or at the Intermediate Education District level is most satisfactory.

V. EVALUATION

There is no evidence to show that a student learns a subject any better under modular scheduling, but he can learn more subjects. The college-bound student who pursues an academic course has an opportunity to enroll in some electives which he usually could not work into his schedule before.

The "open laboratory" gives a student more time to spend in his interest area.

The schedule allows more time for the teacher to plan and prepare for classes. It provides time for student-teacher conferences and for more individual help when help is needed by the student.

It provides time for the student to utilize the variety of instructional media in independent learning.

Responsibility, self-discipline, decision-making, and independence are hard to measure, but the opportunity is provided for the student to practice and grow in these areas. We believe that students attending a high school which operates under a modular schedule will be a better student as a college freshman than one who has not.

We have our critics and unbelievers. There are times when even the staff questions, "Is this the right thing?" But then we always come to the unanimous conclusion that the positive outcomes far outweigh any negative ones. The administration, faculty, and students at Mohawk High School have no desire to return to the traditional schedule.

MOHAWK HIGH SCHOOL MODULAR SCHEDULE

MONDAY

	Time	Andrieu	J. Halbert	Iverson	Haller	M. Halbert	Locke	Larson	Nice	Wach	Hougerty
	8:10 - 8:15										
1	8:15 - 8:35				English		Arts	Personal	Driver	Remedial	Band
2	8:35 - 8:55	Alg. I	Chemis			Tailor'g	and		Trng	Reading	
3	8:55 - 9:15						Crafts	Typing			
4	9:15 - 9:35	Basic	Gen'l	Modern	English		General	Office			
5	9:35 - 9:55	Math	Sci.	Problems			Shop II	Practice	Girls		Band
6	9:55 - 10:15		Sec. A	Lg. grp.					PE		
7	10:15 - 10:35			World	English	Home	General	Typing I			
8	10:35 - 10:55	Trig		Geog.		Ec. II	Shop				
9	10:55 - 11:15			Sec. B			II& III				
10	11:15 - 11:35		Gen.Sci		English			General	Boys		
11	11:35 - 11:55		Sec. C		Literat			Business	PE		
12	11:55 - 12:15										
13	12:15 - 12:35										
14	12:35 - 12:55		Biology	U. S.	English	Home	General				
15	12:55 - 1:15		Sec. A	History		Ec. IV	Shop I		Girls		
16	1:15 - 1:35								PE		
17	1:35 - 1:55										
18	1:55 - 2:15		Biology	Photo-		Home Ec	General	Shthd I			
19	2:15 - 2:35	Geometry	Sec. B	graphy	English	III	Shop III	and	Boys		
20	2:35 - 2:55							Typ. II	PE		

MOHAWK HIGH SCHOOL MODULAR SCHEDULE

TUESDAY

	Time	Andrieu	J. Halbert	Iverson	Haller	M. Halbert	Locke	Larson	Nice	Wach	Hougerty
	8:10 - 8:15										
1	8:15 - 8:35				English		Arts				
2	8:35 - 8:55	Algebra I	Chemis.			Tailor'g	and	Personal	Driver	Remed.	Band
3	8:55 - 9:15						Crafts	Typing	Trng.	Reading	
4	9:15 - 9:35		Gen'l	Modern	English		Gen'l				
5	9:35 - 9:55	Trig.	Sci.	Prob.			Shop II	Office	Girls		Band
6	9:55 - 10:15		Sec. A	Sec. A				Practice	PE		
7	10:15 - 10:35			World	English			Typing I			
8	10:35 - 10:55	Alg. II		Geog.		Home Ec			Boys		
9	10:55 - 11:15			Sec. B		IV			PE		
10	11:15 - 11:35	Basic		U. S.	English		Gen'l	Gen'l			
11	11:35 - 11:55	Math		History	Lit.		Shop I	Business			
12	11:55 - 12:15										
13	12:15 - 12:35										
14	12:35 - 12:55	Senior			English			Bookkpg			
15	12:55 - 1:15	Con.	Biology			Home Ec I	Open	I	Boys		
16	1:15 - 1:35	Math	Sec. A				Lab		PE		
17	1:35 - 1:55								Freshmn		
18	1:55 - 2:15		Gen'l	Photo-		Home Ec	Gen'l	Shthnd.	Health		
19	2:15 - 2:35		Sci.	graphy	English	III	Shop III	and	Soph		
20	2:35 - 2:55		Sec. C					Typ. II	Health		

MOHAWK HIGH SCHOOL MODULAR SCHEDULE

WEDNESDAY

	Time	Andrieu	J. Halbert	Iverson	Haller	M. Halbert	Locke	Larson	Nice	Wach	Hougerty
	8:10 - 8:15										
1	8:15 - 8:35				English			Personal	Senior	Remed.	Band
2	8:35 - 8:55	Alg. I						Typing	Health	Reading	
3	8:55 - 9:15		Biology			Home					
4	9:15 - 9:35		Large	Modern	English	Ec.					
5	9:35 - 9:55		Group	Problems		III	Gen'l		Girls		Band
6	9:55 - 10:15			Sec. B			Shop I		PE		
7	10:15 - 10:35	Alg. II		World	English	Home Ec	Arts	Typing I			
8	10:35 - 10:55			Geog.		IV	and		Driver		
9	10:55 - 11:15			Sec. B			Crafts		Trng.		
10	11:15 - 11:35	Basic		U. S.	English			Gen'l			
11	11:35 - 11:55	Math		History	Lit.			Business			
12	11:55 - 12:15										
13	12:15 - 12:35										
14	12:35 - 12:55	Senior	Gen'l	World	English			Bookkpg			
15	12:55 - 1:15	Con.	Sci.	Geog		Home	Gen'l	I.	Driver		
16	1:15 - 1:35	Math	Sec. B	Sec. A		Ec. II	Shop II		Trng.		
17	1:35 - 1:55										
18	1:55 - 2:15		Biology	Photo-				Shthnd.			
19	2:15 - 2:35	Geom.	Sec. B	graphy	English	Home	Gen'l	and	Boys		
20	2:35 - 2:55					Ec. I	Shop III	Typ. II	PE		

MOHAWK HIGH SCHOOL MODULAR SCHEDULE THURSDAY

	Time	Andrieu	J. Halbert	Iverson	Haller	M. Halbert	Locke	Larson	Nice	Wach	Hougerty
	8:10 - 8:15										
1	8:15 - 8:35				English		Arts	Personal		Remed.	
2	8:35 - 8:55	Alg. I	Chemis			Tailor'g	and	Typing	Driver	Reading	Band
3	8:55 - 9:15						Crafts		Trng.		
4	9:15 - 9:35		Gen'l	Modern	English		Gen'l	Office			
5	9:35 - 9:55	Trig.	Sci.	Prob.			Shop II	Practice	Girls		
6	9:55 - 10:15		Sec. A	Sec. B					PE		
7	10:15 - 10:35		Gen'l	World			Arts	Typ. I			
8	10:35 - 10:55	Alg. II	Sci.	Geog.			and		Boys		
9	10:55 - 11:15		Sec. B	Sec. A			Crafts		PE		
10	11:15 - 11:35	Basic		U. S.	English			Gen'l			
11	11:35 - 11:55	Math		History	Lit.			Business			
12	11:55 - 12:15										
13	12:15 - 12:35										
14	12:35 - 12:55		Gen'l		English	Home		Bookkpg.			
15	12:55 - 1:15	Senior	Sci.			Ec. II			Girls		
16	1:15 - 1:35	Math	Sec. C	World			Open		PE		
17	1:35 - 1:55			History	English		Lab.				
18	1:55 - 2:15					Home		Shthnd.			
19	2:15 - 2:35	Geom.		W. Geog	English	Ec I		and	Junior		
20	2:35 - 2:55			Sec. B				Typ. II	Health		

MOHAWK HIGH SCHOOL MODULAR SCHEDULE

FRIDAY

	Time	Andrieu	J. Halbert	Iverson	Haller	M. Halbert	Locke	Larson	Nice	Wach	Hougerty
	8:10 - 8:15										
1	8:15 - 8:35				English		Arts				
2	8:35 - 8:55	Geom.	Chemis.			Tailor'g	and	Personal		Remed.	Band
3	8:55 - 9:15						Crafts	Typing	Driver	Reading	
4	9:15 - 9:35		General	Modern	English		Gen'l	Office			
5	9:35 - 9:55	Alg. II	Science	Prob.			Shop II	Practice	Trng.		
6	9:55 - 10:15		Sec. A	Sec. B							
7	10:15 - 10:35			World	English		Gen'l	Typing I			Girls
8	10:35 - 10:55	Trig.	Biology	History		Home Ec	Shop				Chorus
9	10:55 - 11:15		Sec. B			IV	II & III				
10	11:15 - 11:35	Basic	Gen'l	U. S.	English			General			
11	11:35 - 11:55	Math	Sci. C	History	Lit.			Business			
12	11:55 - 12:15										
13	12:15 - 12:35										
14	12:35 - 12:55			World	English			Bookkpg.			
15	12:55 - 1:15	Senior	Biology	Geog.		Home	Gen'l		Boys		
16	1:15 - 1:35	Math	Sec. A	Sec. A		Ec II	Shop I		PE		
17	1:35 - 1:55										
18	1:55 - 2:15		Gen'l	Photo-		Home Ec		Shthnd.			
19	2:15 - 2:35		Sci.	graphy	English	I		and	Boys		
20	2:35 - 2:55		Sec. B					Typ. II	PE		

CONSIDER A FOUR-DAY WEEK
OR
YEAR-'ROUND SCHOOL

Written by Grace Hansen, Vice Principal
Presented by Ben Goodling, Principal
Cascade Locks High School

There is, of course, only one fundamental for the making of any schedule for any school: to provide for each child the soundest and most varied educational experience that can be achieved with the available resources.

Small schools have peculiar handicaps by reason of limited staff, and, often, small building with very small classrooms.

Almost all schools at present suffer from severely limited funds. Economy, therefore, becomes a fairly dominant factor in scheduling. The two schedules described here are aimed at saving dollars without short-changing students. Since both represent somewhat radical departures from the "norm", they may contain a degree of "shock factor" for the ultra-conservative.

Schedule I provides for six blocks of 70 minutes each, Monday through Thursday, with "office hours" for teachers on Friday morning, and all activities scheduled for Friday afternoon or evening. There would be no interruptions of the class schedule the first four days of the week.

Friday morning would be used for make-up work, cooperative planning by teachers, conferences, open labs, and such. Teachers not involved in activities would use Friday afternoon for preparation.

Core subjects for each grade level would be scheduled for the first four blocks each day, and electives for the last two blocks.

Flexibility is provided in that each 70 minute block may be divided to allow, for instance, 105 minutes for language arts twice a week, 140 minutes for a laboratory period, or perhaps just 35 minutes for a short quiz, or a recitation or presentation. Time may also be set aside for independent study or research, as needed.

The schedule can be adapted to lower grades or primary by dropping the blocks or half-blocks at either or both ends of the day, or by inserting 1/2 to 1 1/2 blocks on Friday mornings.

Dollar savings result from:

1. No food service on Friday.
2. No bus runs Friday p.m.
3. No activity bus runs Monday through Thursday.
4. Lower heat, light, and maintenance costs.
5. Less overtime for custodians and drivers.

Schedule II provides for 12 four-week blocks per year. Each block class would be 110 minutes long, and a full day would be four classes. One class, pursued for one block, would be roughly equal to 1/2 semester under the Carnegie unit system. A year's work in one subject could thus be completed in 16 weeks.

This schedule allows great flexibility in starting times, allowance for mini-courses, hiring of personnel, and division of students' time between school and work. A student could start a course at three different times, rather than only in September.

This schedule can also be adapted below the 9th grade level by reducing the time to 3 blocks per day and redistributing the minutes within the blocks, or using structured core.

The money saving lies in the year-round use of buildings and equipment, which would serve 30 per cent more pupils--since only about 3/4 of them would be in school during any one block--and in a greatly increased use of para-professionals for short-time skill courses.

Details and sample schedules are available on request.

CONFERENCE SUMMARY AND CHALLENGE

Charles P. Haggerty, Director
Oregon Migrant Education Service Center

Most of our concern at this two-day session has been centered on the nuts and bolts of scheduling; techniques, processes, gimmicks, gadgets, and interesting arrangements. We certainly need sharp tools if we're going to do the job that needs to be done.

I am sure all of us are aware that a great deal more needs to be done than changing a schedule. Ray Talbert implied this yesterday, and we have discussed it in the small groups.

The saddest innovations in Oregon were those that went down the tube because of inadequate planning and insufficient staff involvement. The hypothetical case is almost true of an administrator a few years ago who attended a conference on team teaching, went home and wrote up a plan for his high school, and issued a bulletin to the effect that starting Monday the entire high school would shift to team teaching.

The other and more promising extreme, which is really not an extreme, but a very logical approach too little followed, is the process that was followed at Hood River, Adams High School in Portland, and a number of other places which have employed consultants and administrative staff for as long as a year or two years in advance, with funds allocated for in-service and staff orientation to the philosophy of the new procedures over this entire time. Some teaching staff actually were on full-year contracts for nothing else but in-service in the interest of implementing the new programs.

For most of us with our limited budgets, this is not in the cards. But, before any major change in scheduling takes place, it is certainly advisable that the staff be thoroughly involved to not only understand the mechanics of the new system, but its philosophy as well.

Many of you have used the Stanford films available through the Small Schools Program to take a look at:

1. Issues in Innovation
2. Issues in Organization
3. Differentiated Staffing
4. The Resource Center
5. The Open Laboratory
6. Small Group Instruction, and
7. Large Group Instruction.

Some schools have had access to the Far West Lab package entitled "Minicourse In Teaching Strategies." Others have initiated extension courses and other in-service involvement in order to bring up the level of understanding of the processes that are necessary to get us out of our present mass production dilemma.

Whatever in-service pattern you select, there are some common elements:

1. At least part of the staff involvement should be on school time.
2. In-service sessions should be held when the staff is not exhausted.
3. Staff should be involved intensively in preparing presentations for these in-service sessions. They should be given a functional and meaningful role in bringing about the change process.
4. Staff meetings should be quite regular and as frequent as possible.
5. Every in-service staff meeting should be well organized, meaningful, and interesting.
6. Finally, the purpose of any staff meeting or series of staff meetings should be clearly spelled out in performance objectives so that the target can be kept continually in mind and so that the series can be properly evaluated.

So what else is happening? Most of you have visited or read or heard about the Metropolitan Learning Center at Cooch School in Portland where students register for no particular subject, where no grades are given, and where most of what we have held dear in education has been thrown out the window; and, yet, youngsters who were potential dropouts in the traditional systems have, by intensive and free-wheeling involvement, achieved as much or more than they would have in traditional systems and have come through the mill with an excitement and interest in learning for the sake of learning.

They have proved the theory that the intensive effort kids exhibit when involved in a meaningful experience will produce, as peripheral gains, a high level of achievement in many related and some unrelated areas.

The Metropolitan Learning Center has been visited by people from throughout the world, and it's interesting to note that this year a number of other schools have sprung up over the nation imitating this organizational pattern, and there are more in the planning stage for next year. One of these in operation is the Mankato, Minnesota State College project conducted at the Wilson Campus school where 600 pre-K through grade 12 students are involved in personalized programming. Human relations is the most important element. There are no preplanned courses.

Students design their own activities in consultation with adults in the areas they have selected to pursue. Attendance is optional, and an open-campus policy is followed. There are no dress codes. Students visit the possible centers of study interrelating disciplines whenever possible. They may study

selectively in many areas or in-depth in only a few. There is no pre-registration and no set length of time for courses. Students engage in their own learning activities until their inquiry is satisfied or until other interests lead to questioning elsewhere. Students may stop or start courses whenever they wish. There are no A, B, C, D, or F report cards.

The curriculum provides a continuous progress self-appraised approach. The school operates 12 months a year with no semesters, no quarters, nor final exams. Students can take vacation whenever they wish--November, March, July, or at any other time.

If you were to go this direction "whole hog", you can see where your two-day involvement in scheduling is substantially shot. A program with no schedule.

Other interesting things are in the offing. Very serious consideration is now being given in some areas of the country of issuing educational script to parents which they, in turn, can use to buy the education they want wherever they can get it from certified and approved public schools and from non-public and commercial institutions. Let's think for a minute about some of the implications of this.

If a school is not doing a top-level job, there is no restriction on the parents withdrawing the youngster and sending him to another school. The kids are no longer a captive audience. Those systems with an effective program could very readily be expected to get the bulk of the loot in circulation. In addition to that, consider the very real possibility of commercial agencies moving into the education game. Witness the fact that the big publishing firms are buying controlling stock in the nation's TV networks. This "script" approach at the high school and college level certainly would have an impact. Two or three things could be immediately expected:

1. These schools would reflect the concerns of the public or go out of business.
2. Schools and staff members doing a mediocre job would at once take steps to organize themselves for a more efficient and effective operation.
3. Schools with a top-level offering would prosper.

In some of the larger cities, and this may affect smaller schools which aren't too distant from each other, the concept of open enrollment is proposed in which a student can transfer to any school he feels will give him a better break for the kind of educational experience he feels he needs. This makes education an "open market" commodity and creates competition.

There is a commercial training program now available in the Los Angeles area on the order of an automat in which everything is packaged and automated and with no recourse to teaching personnel, except at the student's wish. These are not wild dreams; these practices are definitely in the mill.

So, I have a couple of questions. The first is general--are we taking a square look at the demands of the times, and are we initiating the processes needed to bring about the changes as rapidly as they should be brought about?

Are the programs in our schools good enough to stand up to the competition of open enrollment and the script concept?

If our programs are now less effective than we think they should be, can we charge this to insufficient funds or is there a possibility that we might go back and look at a typical budget allocation for our school and see whether a better end product could be purchased for that money if the restrictions of traditional programming were wiped out and full use made of the materials and technology now available?

If you were to introduce a different staffing pattern, better uses of automated devices, self-instructional centers, a strong reliance on student inter-level, and inter-age involvement, a strong reliance on the natural inclination of students to work intensively on issues that are to them very relevant, the involvement of resource people from throughout the community, particularly from industry and retired personnel, and finally, consideration of the community in its broadest sense being the learning arena so that the school is simply a headquarters for this operation, a place to accumulate data and appropriate materials, and a place for seminars of students with outstanding staff members and other resource personnel.

I suggest we think big and take a whole new look at this business, and let not your involvement in this two-day scheduling conference give you simply a box of bandaids to take back in the hope that with it you can mend the abrasions and contusions in your unit of the ailing U. S. and Oregon school system.

I hope with this onward and upward pitch, I've stirred some concern for another major change effort, and that this exchange session will serve its intended purpose.

I want to commend you administrators for your energy and insight in implementing the only significant state-wide thrust toward constructively upsetting traditional curriculum patterns.

Believe me, it's been my pleasure!!

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

42 Registered

22 Evaluations returned

EVALUATION SUMMARY

Administrators Conference on Scheduling
Marion Hotel, Salem
March 30-31, 1970

1. What did you expect to gain from attendance at this conference?

Usable ideas about scheduling.
Some ideas for more effective scheduling.
Scheduling ideas.
New ideas - 2
Opportunity to review scheduling ideas and reasons for them.
Some new ideas and evaluations on scheduling.
To see what other schools are doing in regard to scheduling and new programs.
Ideas to strengthen weak points in our schedule. Ideas to make our schedule more flexible for the student.
New ideas of scheduling.
Insight into various scheduling techniques so that I might be able to change ours to do a better job.
Where do we go from here in improving educational opportunities for kids.
More explicit information on innovative scheduling procedures.
Sharing of ideas on scheduling--more flexibility.
General information concerning scheduling problems. Specific answers concerning particular aspects were expected.
I wanted to gain some insights into different scheduling techniques and to hear any new ideas to programs developed in small high school.
Ideas that might be workable in our school.
A few new ideas concerning scheduling and some feeling about education from other people.
Ideas which I might use in building our own schedule.
Scheduling in blocks of time long enough for science labs. Good "springboard" for scheduling changes.
New ideas on scheduling innovations.

2. Were your expectations fulfilled? Very much so - 14; Moderately - 9; No - 0.
Comments:

A valuable experience.
Gave a good chance to interchange existing and proposed programs.
Sincerely hope that we will be able to incorporate the many ideas I have obtained in this conference.
Very good presentations.

2. Comments, continued:

Only problem is that our situation doesn't allow enough flexibility to try many new ideas.
I wanted more personal interaction. More small group work.
It's possible that as I digest the material given at this conference that some of it will be most useful. As stated, at this conference, each school is unique and I will have to develop my own programs. The conference has been helpful in this respect.
Gained some ideas that may be adapted to fit some of our needs.

3. What aspect of this conference was <u>most</u> significant to you?

The six presentations on scheduling.
Presentation by schools.
Review of the various schedules--to obtain ideas which will make a program more flexible and thus more meaningful to the students.
Entire conference.
Rationale for scheduling at Mohawk and Cascade Locks. Also, Cove has good schedule.
All.
Hearing our own people explain what they are doing.
Reinforcing of my thoughts and philosophy that schools are for students. A concern for the individual needs of pupils!
I saw and talked about six different schedules.
New programs being used in some schools.
That the rest of the administrators are conscious of the needs of the students and are trying to do something about them.
The different ways of scheduling and that each school situation had a special problem which called for special scheduling unique to that school.
Individual schedule presentations and pros and cons of each.
Chuck's closing challenge.
The presentations of Sister Kathleen Kircher, Mr. Chuck Steber, and Mr. Ben Goodling.
Pass-outs which can be used at length back home.
Interchange of ideas and programs. This interchange was most helpful.
Scheduling: I believe that I'm encouraged enough to develop my own program.
Open discussion, question and answer.
Talking about what is important in education.
Pass-outs of various schedules and explanations of them.
Understanding the many ways of flexible scheduling.
The presentations by the different school people in Monday PM and Tuesday AM.

4. What aspect of this conference was least significant?

The slides on Mexico.
Keynote speech.
Hearing some rehashing of common scheduling practices.
Personal opinions.
The spaghetti for dinner Monday night.
None in particular.
None.
Monday night meal.
Small groups.
My part in the program, though I enjoyed that immensely, too, as shown by my using more than my allotted time.
Mrs. Dickey's presentation was too long and boring, yet it should have had the most promise.
Grouping was too large.
From 3 - 6:30 on Monday was free time. This time could have been utilized.
None. I think all aspects to this conference were helpful in some way.
Overview--opening presentation.
Panels--question and answer periods.

5. What aspect of this conference will be most useful in your school?

The concepts generated from the presentations.
The expansion of limits from exchange of ideas.
Incorporating new ideas into our program approaching the development of a schedule by including the ideas and suggestions from other staff members.
Springboard for schedule planning for next year with faculty.
Tips on <u>need</u> to modify scheduling to fit what ought to be taught.
Scheduling.
To use ideas to build a rationale for a new schedule.
Ideas for future planning.
The new ideas that I received will help me construct a more meaningful schedule.
New program in English and Science, as used at Corbett.
Talks on others' schedules.
Gave me some different ideas that I can probably use in scheduling next year.
The explanation of philosophy that feels anything is possible if you are willing to try it.
Ideas presented by our own people.
Make use of the ideas from the many administrators.
I believe the session has encouraged me to develop my program scheduling, especially.
Bits and pieces of each of the schedule presentations that can be useful.
Use of teacher time in relation to students' time.
Stimulation to experiment with improving our schedule. Some new ideas about scheduling.
Scheduling for science labs and health classes.
Modular possibility and unstructured time scheduling.

6. General Comments:

Ray Talbert is a talented individual, but did not contribute much to this conference.
This was one of the most beneficial meetings I have attended in the last year.
Good.
Very good.
Good conference.
Good conference.
A good conference. We were talking and discussing schools of a common size in general, and not just one specific area as we do at the state meetings.
Would like to see this group get together and come up with schedule incorporating various ideas and flexible enough for adaptability to any given school. From the discussions, it would appear that our scheduling is somewhat curtailed by traditional State Dept. regulations; however, in our case at Cove, I have found that deviations have been granted when requested.
I enjoyed it very much. I wish there could be more informative meetings like this during the year to attend.
Keep up the good work.
I feel that we should have used time better! Such as having each of the people giving presentations give repeat performances with groups rotating every 20-30 minutes.
I would have welcomed discussion about specific problems. This could have been accomplished through small group discussions with a give and take among particular school plans and innovations. I felt the administrator from Condon had an excellent plan which was just one which could have been discussed, among many.
Very worthwhile conference.
Well worth the time spent.
Time well spent.
I was somewhat disappointed in Ray Talbert's presentation; I'm not exactly sure why, however. The conference has been a positive experience.
I felt the conference was very worthwhile.
This was a first-rate conference with an excellent purpose and well organized.
The information presented was remarkably well done, and the questions and general interest were certainly top-level.
Ray Talbert's presentation was appropriate and got the session off to a good thinking start.
Needed more small group discussion, with smaller groups (not more than 12 to each group).
It would be a good thing to have a recorder in each small group session to record issues and concerns to bring back for general discussion, and to have a permanent record of the information related.